Required Text

Shakespeare, William,Macbeth.

Traditional Essay Prompt (Choice No. 1): Compose an essay where you provide a close reading

analysis of the text of your choice and the author’s use of at least two rhetorical strategies. If you are stuck, please use the provided Close Reading Worksheet. In your thesis, you should make a claim about the effectiveness of these strategies. Make sure you show examples from the text that connects to the point/claim you want to make and support your thesis.

(These examples form the I or Illustration of PIE format.) Also, make sure to explain how the illustration proves your claim to be correct. (This will form part of your E or Explanation in PIE

format.)

Specific Requirements

□

Your essay must include an academic summary of your chosen text.

□

Your essay must also include your argument about the effectiveness of the author’s rhetoric.

▪ That means you need a thesis and topic sentences which state your claim and reasons why. You also need support for your argument in the form of cited material from the text itself. ▪

Remember, your thesis needs to contain both your limited subject and your attitude (claim) about your limited subject.

▪ For this essay, your limited subject is the specific rhetorical strategies you choose to

focus on, and your attitude is whether or not the author is successful in their implementation

of these strategies.

□ You must include a total of at least SIX direct quotes in your essay

You are required to cite your sources using proper MLA Format , so don’t forget your Works Cited page.

□Length: 5-6 pages

Your essay needs to have a creative title.

Components to Include: In your introduction,

include:

1. a hook or attention grabber;

2. background information on the topic

3. Academic summary of your chosen text

4. your thesis statement –

You ur thesis should state your limited subject and attitude In your body paragraphs, include:

•PIE Format

•Topic sentences/Points that make a claim about the effectiveness of a rhetorical strategy

• Information that is directly quoted from the text

• Explanation/Evaluation of each quote that does the following:

• Explains what the quote means in your own words

• Connects the quote to your point/claim. Shows how the quotes support the point.

•Explains the significance of the quote. In your conclusion, include

1.A brief summary of your key points

2. Restate your thesis

3.Final thoughts about your topic

Close Reading Worksheet

For example, look at diction . What kinds of words does the author use? Look up any that are unfamiliar. Does she or he aim for lofty diction (used for special occasions) or common diction? Are the words long or short, Latinate or Anglo-Saxon, specialized (i.e. legalistic, medical, jargon, elite) or ordinary? Remember that the rules for diction are different at different times in history.

The PowerPoints for this week:

Rhetorical Strategies and Rhetorical Devices can help you narrow down what you want to focus on for your close reading.

3. Next, look at sentence structure . Can you map the sentences (find the subject and verb, locate phrases and clauses)? Does the author use active or passive verbs? What rhythms or patterns does the sentence structure create—long flowingones, short choppy ones—and how do these relate to the meaning?

4. Does the passage contain figurative language ? What sensory images or metaphors or similes do you observe? What is the significance or effect of the author’s use or lack of figurative language?

5. What do you notice about the structure of the passage overall? Does it have a climax or significant turning point? How does it organize or develop its ideas, impressions, or themes?

6. You can also analyze tone . Is the narrator being straightforward, factual, open? Or is he taking a less direct route toward his meaning? Does the voice carry emotion? Or is it detached from its subject? Do you hear irony? If so, what do you make of it?

7. Once you have a grasp of the language, you can begin to look for problems or complications

in your reading of the passage, to move beyond description to interpretation .

What are the effects of the technical features of the passage? In the example above, you may discover some difference between what the author appears to be doing (giving you a complete, unbiased narrative) and what she also accomplishes (raising doubts about the narrator’s point of view, whether he fully understands the implications of what he’s seen, whether this narrator can be

trusted, etc.). You can now begin to talk about the ways Shelley’s language, which seems

to invite our confidence, is also raising these doubts.

8. At this point, you can propose a generic hypothesis , something like, “In this passage, Shelley raises questions about Victor Frankenstein’s character through her contrast between the violence Frankenstein witnesses and his seemingly bland, even inappropriate response to it.” You can proceed to fill in the outlines of this point by explaining what you mean, using details and quotations from the passage to support your point.

9. You still need an argument and will need to go back to your opening to sharpen

the thesis. The question is Why ? Or to what effect?

Your thesis might build on what you’ve already written by suggesting the larger implications of your

observations and by structuring your paper more rigorously.